PSY 435- WI – SEMINAR IN COMPARATIVE PSYCHOLOGY

Spring 2004 Tues/Thurs 9:30-10:45 / Cook 303

Dr. Julie Pynn Cook 336 Office hours: TuesThurs 2-3pm MWF 1-3pm Jpynn@berry.edu 368-5651

COURSE DESCRIPTION

In this upper level psychology seminar, we will examine a diversity of approaches to the comparative study of humans and non-human animals.

PURPOSE OF THE COURSE

- 1. Examine classic studies on cognition and social behavior in laboratory experimental and naturalistic research settings.
- 2. Review the latest research from psychologists, behavioral ecologists, neuroscientists, and field biologists on topics such as communication, dominance, conflict resolution, parent-young interactions, play, and problem solving.
- 3. Debate animal welfare ethical issues and "animal consciousness"
- 4. Investigate the socio-cultural and historical significance of non-human animals to human populations.
- 5. Study perspectives of evolution and evaluate the research on human origins.

EXPECTED OUTCOMES

- 1. Students will demonstrate comprehension of classic research and current research findings in the field of comparative psychology through class discussion and performance on exams, student led class presentations, a research paper, and other written assignments.
- 2. Students will evaluate research from non-human animal and human populations for research methodology, robustness of findings, and significance to the field of comparative psychology.
- 3. Students will show skill in arguing about issues related to animal welfare and ethics.

REQUIRED TEXTS

Bekoff, M., Allen, C., & Burghardt, G. (Eds.). *The Cognitive Animal: Empirical and Theoretical Perspectives on Animal Cognition*. MIT Press.

Goodall, J. & Bekoff, M. *The Ten Trusts: What We Must Do to Care for the Animals We Love.* CA: Harper.

Gould, S. J. (2003). *The Structure of Evolutionary Theory*. MA: Harvard University Press.

These texts are available from Amazon.com. You can purchase used books on the site. Texts will supplemented with readings from the instructor's library.

INSTRUCTIONAL METHOD

The instructional method will be seminar style, with class periods being largely devoted to discussion of readings led by both the instructor and the students. There will be minimal class periods devoted to traditional lecture formats. There will be several videos shown as well.

ATTENDANCE POLICY

Students will be expected to attend class regularly AND contribute to class discussion. Students should inform the instructor ahead of time if a class will be missed in which an assessment / exam is to be given.

EVALUATION

Students will be evaluated according to the following grading scheme.

A 92-100	A- 90-91	B+ 87-89	B 82-86	B- 80-81
C+ 77-79	C 72-76	C- 70-71	D 65-69	F below 65

Your letter grade is calculated by dividing the number of points you receive by the total number of points possible.

Total possible points = 500

Research paper based on student led class	100 points
Question/critique contribution (5@ 5 points)	25 points
Student led class	100
Essay Exam 1	100
Essay Exam 2	100
Essay Final Exam	100

Question/critique contribution—It is possible to earn a maximum of 25 points by contributing to class discussion by suggesting a discussion question or critique related to any of the readings. Bring this question/critique written on an index card. Along with the question/critique, include some of your own reflection on the topic. Be sure to reference pages or a passage in the readings unless your question/critique pertains to the overall subject matter or thesis of a reading. DON'T FORGET TO WRITE YOUR NAME ON THE CARD. Be prepared to share this with the class and spearhead the discussion.

Student led class and Research Paper- The student will be responsible for leading class discussion on one of the articles from JCP (list is available from the instructor) or one of the essays in *The Cognitive Animal*. The student will do research on this topic and prepare 1)a Research Paper and 2) a handout to distribute to the class that summarizes the research. Sources should come from reputable (i.e., peer-reviewed) journals, books, and web sites. LIMIT OF THREE WEB SITES. YOU MUST INCLUDE A VARIETY OF SOURCES! ALL SOURCES ON THE HANDOUT MUST BE ACCOMPANIED BY A FULL CITATION IN THE STYLE DICTATED BY THE

AMERICAN PSYCHOLGICAL ASSOCIATION! Additionally, <u>each source should</u> <u>contain an annotated bibliography</u> (summary and evaluation of the source/significance of the source). The student will supplement class discussion with "mini-lectures" related to the research that the student has done as the topics arise.

<u>Exams</u>- All exams will be in essay format—<u>no multiple choice</u>. Students will be graded on both content and writing quality.

TENTATIVE SCHEDULE

JANUARY

- Th 8 Overview of the Course; Personal introductions
- Tu 13 Introduction to Comparative Psychology
- Th 15 The Origin and Evolution of Animals Scientific American: Origins
- Tu 20 Scientific American: Emergence
- Th 22 Scientific American: Adaptation and Fast-Forward
- Tu 27 Stephen J. Gould's The Structure of Evolutionary Theory
- Th 29 Video- A Hard Nut to Crack; Wild Chimpanzees in Bossou West Africa

FEBRUARY

- Tu 3 Exam 1
- Th 5 Predators and Preys
- Tu 10 Student led class
- Th 12 Reproductive Behavior
- Tu 17 Student led class
- Th 19 Social Behavior (Aggression, Affiliation, Altruism)
- Tu 24 Student led class
- Th 26 Social Learning

MARCH

- Tu 2 Student led class
- Th 4 Reading of Instructor's Choice from the Journal of Comparative Psychology

Tu 9 Student led class

Th 11 Exam 2

Spring Break- March 15 – 19

Tu 23 Student led class

Th 25 Student led class

Tu 30 Student led class

APRIL

Th 1 Student led class

Tu 6 Animals and Culture: Monkeys in Japan

Th 8 Comparative Learning and Cognition; video of the Chimpanzee Ai

Tu 13 The Ten Trusts, by Jane Goodall and Marc Bekoff (1st -4th trust)

Th 15 The Ten Trusts (5th-8th trust)

Tu 20 The Ten Trusts (9th-10th trust and Coda)